

Competitive Intelligence: Planning and Direction

What value does this course provide to those involved in competitive contracting?

Competitive intelligence (CI) is the ethical gathering and analysis of information relating to competition within an industry and between industries. This is distinct and different from market intelligence. Market intelligence focuses upon the overall market issues affecting competition – industry trends, legislation, economic forces, and evolving industry dynamics including changing opportunities/threats. This course covers the basic factors of competitive intelligence. It also introduces to agency staff and EBU members how to establish an effective competitive intelligence function, as well as safeguard internal team information.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting; and
- EBU leaders and members designated to develop an EBU's bid or after an award of a contract.

Expected Duration

1.5 hours

Lesson Objectives:

Competitive Intelligence -- Basics

- Identify the significance of understanding the basic components of competitive intelligence;
- Identify the categories of market information needed for competitive intelligence, given an example;
- Classify the categories of environmental considerations needed for competitive intelligence;
- Identify categories of competitor information needed for competitive intelligence given a case; and
- Choose the reasons for employing competitive intelligence.

Competitive Intelligence -- Getting Started

- Recognize the importance of creating a competitive intelligence system;
- Identify the steps needed to create a competitive intelligence system; and
- Choose aspects of organizing the competitive intelligence effort in a given case; and

Safeguarding Competitive Intelligence

- Recognize the significance of information protection;
- Identify the steps of information protection given a specific case; and
- Identify the considerations in safeguarding CI in specific areas.

Course Number: STGY0341

Competitive Intelligence: Information Gathering

What value does this course provide to those involved in competitive contracting?

This course introduces agency staff and EBU members to the identification of typical primary and secondary sources for competitive intelligence and the kinds of information each contain. In addition, it addresses the identification of typical public and non-public sources of information and how to access them legally and ethically. The use of the Internet to obtain competitive information is also covered in this course.

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Expected Duration

1.5 hours

Lesson Objectives:

Sources of Information

- Recognize the importance of identifying primary and secondary sources;
- Identify the characteristics of primary sources; and
- Identify the characteristics of secondary sources.

Collection Process

- Recognize the importance of the information collection process;
- Identify the sources of public domain information collection given a case; and
- Analyze the sources of non-public domain information collection given a case.

The Internet

- Recognize the significance of using the Internet for information collection;
- Analyze the considerations of using the Internet for information collection; and
- Identify the information collection resources specific to the Internet.

Course Number: STGY0342

Competitive Intelligence: Analysis & Dissemination

What value does this course provide to those involved in competitive contracting?

This course discusses analysis and benchmarking techniques that agencies and Employee Business Units (EBU's) can use to compare current or proposed service delivery models against the marketplace. Specifically, this course presents effective ways that agencies and EBU's can distribute and use competitive intelligence.

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Expected Duration

2 hours

Lesson Objectives:

Analysis

- Identify the benefits of knowing different analysis techniques for competitive information;
- Match different quantitative analysis techniques into two broad categories;
- Match specific qualitative analysis techniques with the competitive information to which they apply; and
- Identify the what-if analysis technique being used, given a case.

Benchmarking

- Identify the benefits of benchmarking against best-in-class organizations;
- Match specific tasks with the corresponding benchmarking steps;
- Match the information to the source from which it most likely came during the benchmarking process; and
- Identify important considerations in the analysis phase of the benchmarking process, given a specific situation.

Dissemination and Use

- Identify the benefits of effective dissemination and use of competitive intelligence;
- Identify the best way to disseminate intelligence to the team while given a specific case;
- Identify the criteria for successful dissemination in a given situation; and
- Identify the use of intelligence in a given case.

Course Number: STGY0343

Benchmarking for Best Practices

What value does this course provide to those involved in competitive contracting?

What is Benchmarking?

- *"Benchmarking is a tool to help you improve your business processes. Any business process can be benchmarked."*
- *"Benchmarking is the process of identifying, understanding, and adapting outstanding practices from organizations anywhere in the world to help your organization improve its performance."*

Benchmarking is an effective tool that can be used by agencies and EBU's to compare how their existing or proposed service or function compares to others doing the same or similar work. Learning from other organizations to identify opportunities for improvement from both cost and efficiencies is not just making site visits or talking to other organizations about how they operate. It's a disciplined process requiring careful research and analysis. Find out who should benchmark, how to benchmark, and what to do with the benchmarked data once you've collected it.

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Expected Duration

3.0 hours

Lesson Objectives:

The Need for Benchmarking

- Recognize the importance of benchmarking for organizational learning;
- Select examples of the three key elements of benchmarking;
- Select situations that illustrate the primary reasons for benchmarking;
- Match the three organizational aspects that can be benchmarked with situations illustrating each; and
- Select categories of benchmarking for given situations.

Data-gathering and Analysis

- Recognize the value of data-gathering and gap analysis to the benchmarking process;
- Select the best data-gathering method for specific situations;
- Sequence steps for determining a performance gap; and
- Identify examples of the two types of performance goals.

Taking Action

- Recognize the importance of an action plan and an organized implementation and monitoring process for benchmarking success;
- Identify the key elements of a benchmarking action plan;
- Identify the appropriate process for plan implementation in four different situations; and
- Match levels of monitoring and benchmarking improvement with the appropriate description.

Course Number: KNOW0206

Value Chain: Structure and Analysis

What value does this course provide to those involved in competitive contracting?

What is a Value Chain?

A value chain is a sequence of activities which should function to add value to a service or function. The value chain describes the full range of activities required to design, deliver and support a specific function or service. Value chains include and agency's internal business and production processes, suppliers, and customers.

This course teaches agency staff and EBU members how to identify activities that provide value and how to categorize them to understand an organization's competitive position in the marketplace. It also addresses the considerations an agency or EBU might make in deciding how it will participate in the marketplace.

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Expected Duration

2.0 hours

Lesson Objectives:

Value Chain: Activities

- Identify the significance of analyzing the generic categories, types, roles, and factors of value activities in the creation of an entity's competitive advantage;
- Be able to match value activities a firm performs with generic activity categories;
- Be able to match specific examples with the two major value activity categories;
- Identify roles activities play in a given case; and
- Identify the five factors of a value activity.

Value Chain: Analysis and Considerations

- Identify the importance of disassembling and linking value activities in value chain analysis;
- Identify the considerations for assessing a value chain;
- Identify the horizontal and vertical linkages between value activities; and
- Identify the principles used in a customer's value chain analysis.

Value Chain: Competitive Scope

- Identify the benefits of analyzing the scope of an entity and the relationship between coalitions and competitive scope;
- Identify the four dimensions of competitive scope with a narrow or broad focus; and
- Identify the benefits gained by firms from coalitions, given a specific case.

Course Number: STGY0331

Cost Advantage via Value Chain Analysis

What value does this course provide to those involved in competitive contracting?

This course teaches agency staff and EBU members' considerations in assigning costs and assets to value-chain activities. Drivers and dynamics of costs are presented to enable identification of areas of cost advantage. Finally, the course addresses the application of knowledge of costs to develop sustainable best-cost provider strategy.

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Expected Duration

1.5 hours

Lesson Objectives:

Value Chain for Cost Analysis

- Identify the significance of understanding the value chain in cost analysis;
- Identify the principles applied in unbundling a generic value chain; and
- Analyze the assignment of costs and assets in a given case.

Cost Behavior

- Identify the significance of cost behavior employed in a value chain;
- Identify the cost drivers that determine the value activity given an example;
- Diagnose the cost drivers given a case study; and
- Identify the sources of cost dynamics that influence the value activity.

Cost Strategy

- Identify the significance of comprehending cost strategy implementation and its pitfalls;
- Identify the cost drivers that have been controlled in a given case;
- Analyze the reconfiguration of value chain in a given case; and
- Identify the pitfalls an entity made in a given case.

Course Number: STGY0332

Differentiation Advantage via Value Chain Analysis

What value does this course provide to those involved in competitive contracting?

This course teaches agencies and EBU's to use value chain analysis to identify sources of uniqueness and their associated costs. In addition, it details elements of value from the customer's perspective. Using this knowledge, the course discusses the creation of sustainable strategies to position the entity uniquely among other entities and potential bidders.

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Expected Duration

2.5 hours

Lesson Objectives:

Sources and Costs of Differentiation

- Recognize the importance of sources and costs of differentiation;
- Identify the main source of differentiation in specific business situations;
- Match the given activities or approaches to the corresponding uniqueness drivers; and
- Identify how the cost drivers affect differentiation.

Buyer Value and Differentiation

- Recognize the importance of learning about customer value and differentiation;
- Identify how an entity creates value for its customers when given specific cases;
- Identify the attributes of a customer's perception of value; and
- Analyze a customer's purchase criteria given a case.

Differentiation Strategy

- Identify the benefits of learning how to define and implement differentiation strategy;
- Identify the steps to determining an entity's competitive position;
- Identify the ways and approaches used by an entity to enhance their differentiation position when given a specific case;
- Identify the conditions under which differentiation is sustainable in a given case; and
- Identify the pitfalls in differentiation given a case.

Course Number: STGY0333

Focus Advantage via Value Chain Analysis

What value does this course provide to those involved in competitive contracting?

This course teaches agency staff and EBU members the foundation of segmentation, and how to segment a function or service using matrices.

Segmentation refers to the division of a market or customer base into uniform groups that react differently to marketing and sales activities such as promotions, communications, and advertising. The applicability to competitive contracting is for agencies and EBU's to package and position services in response to customer needs and wants.

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Expected Duration

2.5 hours

Lesson Objectives:

Foundation for Industry Segmentation

- Recognize the significance of comprehending the basis of market segmentation;
- Identify the dimension that different service varieties use to segment the market, given an example;
- Identify common factors of different types of end customers; and
- Identify the criteria for segmenting based on the channels used and geographic locations of end customers.

Segmentation Process

- Identify the significance of segmenting;
- Identify the step to test the significance of segmentation variables, given an example;
- Identify the steps to analyze the segmentation by using the segmentation matrix; and
- Identify the steps of segmenting the market in a given case.

Segmentation and Focus Strategy

- Recognize the importance of creating and sustaining a focus strategy;
- Identify the factors that impact the attractiveness of market segments;
- Identify the considerations for creating focus strategy by segmentation;
- Identify the ways to sustain a focus strategy; and
- Identify the pitfalls and opportunities for a focus strategy.

Course Number: STGY0334

Strategic Management - Planning

What value does this course provide to those involved in competitive contracting?

Strategic planning is an integral part of the state's budget planning activities. OFM provides guidelines for the creation of agency strategic plans at: <http://www.ofm.wa.gov/budget/instructions/05-07budinstpart1.pdf>

Strategic management is defined as the set of decisions and actions that result in the formulation and implementation of plans designed to achieve an entity's objectives. Strategic management is future oriented and long-term focused. This course focuses on the planning phase of strategic management, which includes defining a mission, performing internal analysis, and evaluating the external environment.

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Expected Duration

2.5 hours

Lesson Objectives:

Strategic Management Overview

- Recognize the behavioral benefits of the strategic management in achieving the goals of an organization;
- Identify the dimensions of strategic management activities;
- Match the levels of strategic management with their characteristics;
- Match the components of the strategic management planning with their descriptions; and
- Identify the implications of viewing strategic management as a process.

Defining Company Mission

- Recognize the significance of a well-defined mission;
- Select the components of a mission; and
- Identify the steps strategic makers take to achieve entity responsibility for stakeholders.

Internal Analysis

- Identify the importance of conducting internal analysis;
- Identify the activities associated with functional approach in SWOT analysis;
- Sequence the steps in conducting value chain analysis; and
- Select the comparison standard to use when examining internal strengths and weaknesses.

External Environment

- Identify the importance of an entity's concern about the external environment in strategy formulation;
- Match the remote environment factors with their examples;
- Select the forces in the market environment that shape strategy;
- Identify the issues to be considered in both market and competitive analysis;
- Match the factors in the operating environment with their descriptions; and
- Sequence the steps in conducting environmental forecasting.

Course Number: STGY0301

Establishing a Relationship with Internal Clients

What value does this course provide to those involved in competitive contracting?

Even if your clients are internal to your organization, you still need to spend time getting to know them, and understanding what it is they require from you. When you are dealing with internal clients, there may be a temptation to think you know everything about them, and about the project. This course will stop you from making that mistake. It will enable you to understand your clients' needs clearly, in terms of project requirements and the way they work. By understanding your clients, you will be able to adjust your approach accordingly, and take an appropriate role within the team. You will also be in a better position to build an effective and successful team that can function quickly and effectively.

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Expected Duration

4.0 hours

Lesson Objectives:

Getting to Know Your Internal Client

- Recognize the benefits of understanding the internal client's needs from the start;
- Identify the reasons why customer expectations may be misunderstood at the beginning of an internal consulting assignment;
- Identify the key elements required in the terms of reference for an internal consulting project;
- Identify whether stakeholders are internal or external to the organization;
- Match the different methods of gathering the information required for an internal consulting assignment with the type of information required; and
- Analyze the most effective ways to obtain and review information in a given internal consulting assignment.

Your Contribution

- Recognize the benefits of clarifying the consultant's role in the assignment;
- Characterize the different roles internal consultants may play;
- Determine the role an internal consultant should play in a given consulting scenario;
- Identify the possible sources of influence of an internal consultant; and
- Identify the key factors which determine which style of leadership is appropriate to a situation.

Team-building for Internal Consulting Assignments

- Recognize the benefits of understanding how teams work;
- Match the different stages of team development with the corresponding characteristics;
- Match different team roles with their characteristics;
- Determine which of Belbin's team roles are present within a given team; and
- Identify the characteristics of successful internal consulting teams.

Course Number: CONS0123

Processes for Quality Products and Services

What value does this course provide to those involved in competitive contracting?

For over ten years the International Standards Organization (ISO) has transformed the design, delivery, and distribution of products and services by creating a standardized Quality Management System (QMS) model. Its focus is in four major areas: Management Responsibility, Resource Management, Product Realization, and Measurement, Analysis, and Improvement. Product Realization is one vital component of the standard. This course examines how agencies and EBU's can apply the ISO standards to all the processes required to produce or procure products or services. Also see: <http://www.governor.wa.gov/improve/quality/practitioners/practitioners.htm> *Overviews of Related Tools and Approaches*

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Expected Duration

4.0 hours

Lesson Objectives:

Planning for Quality Products and Services

- Recognize the benefits of planning for quality products and services;
- Apply the appropriate ISO criteria for reviewing customer requirements; and
- Determine whether an organization's customer service satisfies ISO criteria.

Product Design and Development

- Recognize the benefits of an ISO-based product design and development process;
- Match excerpts of a hypothetical design plan to the ISO requirements for planning product designs that each addresses;
- Determine whether an organization's design plan for a hypothetical product meets the ISO criteria for defining the design process; and
- Sequence the steps ISO requires for evaluating the processes of an organization.

Purchasing for Quality Products and Services

- Recognize the benefits of following the ISO requirements for purchasing for quality products and services;
- Match the purchasing activities of a hypothetical organization to the ISO requirements for purchasing processes that each satisfies; and
- Determine whether a hypothetical organization's supplier selection process meets the requirements established by the ISO 9001:2000 standard for establishing quality suppliers.

Providing Quality Services

- Determine whether an organization's process control plan satisfies the ISO requirements for process control in a given scenario;
- Sequence the steps ISO requires for validating product and service processes; and
- Match the identification, tracking and handling procedures of an organization with the ISO requirement that each satisfies.

Course Number: OPER0405

Select, Evaluate, and Fund Cross-functional Teams

What value does this course provide to those involved in competitive contracting?

A critical step in competitive contracting is ensuring the right people are involved throughout the process. This is important whether you are an agency studying a specific function or a group of potentially displaced employees forming an EBU and developing a resource plan request. This course will show you select and evaluate team members, and how to determine the funding requirements for the team.

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Expected Duration

3.5 hours

Lesson Objectives:

Selecting the Team

- Recognize the value of recruiting the right people for a cross functional team to attain project goals;
- Describe the importance of using a project statement to focus the project;
- Recognize the key factors for establishing timelines; and
- Identify the desirable traits to consider when recruiting team members.

Evaluating the Team

- Recognize the value of two-way assessments to determine how well the team is functioning;
- Describe the criteria that determines the degree of formality in team functioning;
- Identify the issues to consider when evaluating individual team members; and
- Identify the issues that must be considered while conducting a two-way evaluation of team performance.

Funding the Team

- Recognize the value of specifying cross functional budgetary requirements to avoid failure in project implementation.
- Identify issues to consider when defining team resources.
- Identify the cross-functional budget considerations that impact project planning.

Course Number: TEAM0122

Six Sigma: Listening to the Voice of the Customer

What value does this course provide to those involved in competitive contracting?

The course consists of two lessons: "Understanding Customer Requirements," and "Defining Customer Requirements." In lesson one, agencies and EBU's discover methods for specifically identifying customers--that means all customers, including ones they may not have realized they serve--and they will learn how to apply the *Kano Model* to understanding customer requirements. In the second lesson, agencies and EBU's take their understanding of their customers to a higher level by learning how to measure their requirements to the nth degree. They'll learn all about customer-valued product and service "dimensions," how to create an affinity diagram and a critical-to-quality tree, and discover how to formulate the all-important operational definitions for a Six Sigma strategy. Also see: <http://www.governor.wa.gov/improve/quality/practitioners/practitioners.htm> *Overviews of Related Tools and Approaches.*

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Expected Duration

5.5 hours

Lesson Objectives:

Understanding Customer Requirements

- Recognize the benefits of understanding customer requirements;
- Apply the steps for identifying customers in a given business scenario;
- Match the different types of customers with examples of each;
- Identify sources of descriptive customer data as either reactive or proactive;
- Match the categories of the Kano model with examples of each; and
- Determine the appropriate Kano Model category on which to focus customer improvement efforts for a given business scenario.

Defining Customer Requirements

- Recognize the benefits of clearly defining customers' requirements;
- Identify examples of product and service quality dimensions;
- Apply the steps used in creating an affinity diagram in a given business scenario;
- Sequence the steps involved in creating a critical-to-quality tree;
- Apply the steps for creating a critical-to-quality tree in a given business scenario;
- Select examples of criteria that ensure an operational definition is valid; and
- Determine if the operational definition for a given business scenario is valid.

Course Number: OPER0142

Translating Requirements into Process Goals

What value does this course provide to those involved in competitive contracting?

Customers want quality. And quality includes customer requirements such as ease of use, reliability, or response time that are sometimes difficult to measure. To produce improvements that will generate the results customers want, these quality requirements must be redefined as measurable goals. The purpose of this course is to show agencies and EBU's how to redefine customer quality requirements as measurable goals so they can drive process improvements.

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Expected Duration

3.5 hours

Lesson Objectives:

The Voice of the Customer

- Recognize the benefits of understanding customer requirements;
- Differentiate between customer requirements and product features given different scenarios;
- Sequence the steps for creating a list of customer priorities; and
- Match situations to their appropriate competition-comparison techniques.

Processes

- Recognize the benefits of analyzing processes;
- Match the prioritized requirements to the corresponding organizational processes;
- Sequence the steps of process analysis to use in given scenarios; and
- Identify the examples of appropriate process improvement goals.

Cross-functional Quality Improvement Teams

- Recognize the value of creating a cross-functional team for process improvement;
- Identify the appropriate team roles for a process improvement team;
- Identify the criteria for team member selection; and
- Select the appropriate expectations for a process improvement team.

Course Number: OPER0123

The Basics of Budgeting

What value does this course provide to those involved in competitive contracting?

In this course well-known public accountant, college professor, and veteran trainer, Fred Moore, guides the learner through the basics of the budgeting process. The course helps the learner understand the elements of a workable budget, and the common afflictions that often hamper the budgeting process. The course familiarizes the learner with the basic principles of capital budgeting, and the components of cash flow. It also shows how one needs to anticipate and react to changing financial forces, before they bungle a budget. For specific information on WA State's budget process see:

<http://www.ofm.wa.gov/budget.htm>

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Expected Duration

4.5 hours

Lesson Objectives:

Essential Elements of a Successful Budget

- Recognize the significance of understanding the essential elements of a budget;
- Select the likely causes of a budget failing, given a particular scenario;
- Identify the missing ingredient of an unsuccessful budget;
- Derive valid budget assumptions by feeling the given forces;
- Identify how cash flow control is relevant to four stages of establishing and running a business; and
- Identify why net income and cash balance are unequal in a particular situation.

Components of Cash Flow

- Appreciate the benefits of understanding the components of cash flow;
- Compute values for the components of the accounting equation given basic financial data;
- Select the resource-raising strategy appropriate for a given source of cash;
- Identify the source of cash that would be affected by a given set of factors;
- Classify the given business expenses into appropriate budget categories; and
- Recall the consequences of inadequate cash flow in a given scenario.

Course Number: FIN0201

Building an Operating Budget

What value does this course provide to those involved in competitive contracting?

Learners will be able to identify the components of an operating budget and how it works. They will recognize the value of mini-budgets in the construction of an operating budget. In effect, learners will recognize the value of bottom-up budgeting and will be able to apply the principles of break-even analysis to the construction of operating budgets. For specific information on WA State's budget process see: <http://www.ofm.wa.gov/budget.htm>

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Expected Duration

3.5 hours

Lesson Objectives:

Understanding the Operating Budget

- Recognize the value of understanding the basics of an operating budget;
- Classify costs as direct or fixed costs;
- Derive the values for the components of an operating budget;
- Select the most appropriate method of market analysis to obtain relevant information for a given situation; and
- Determine the revenue in a given scenario.

Mini-budgets

- Recognize the value of mini-budgets in developing a successful operating budget;
- Interpret the data in a given budget;
- Determine the total cost of material to be purchased using the materials budget and the inventory schedule;
- Interpret the data in a given labor budget; and
- Complete the given fixed direct expenses budget by computing the values of the missing elements.

The Budget Decision

- Recognize the importance of "bottom-up" budgeting;
- Complete the given administrative budget by computing the values of the missing elements;
- Determine the break-even revenue in a given business scenario; and
- Determine the profit revenue level by using the bottom-up approach.

Course Number: FIN0202

Capital Budgeting

What value does this course provide to those involved in competitive contracting?

The course begins by explaining what a capital budget is and identifying different types of Fixed Assets. It lists several factors that influence fixed asset acquisitions. The course talks about the importance of carefully evaluating any acquisition of fixed assets before spending any money. The learner is introduced to two criteria, returns and time, and three benchmarks, returns, time, and risk to evaluate any buying decision. It illustrates by way of examples, how these different benchmarks can be used to evaluate acquisitions of fixed assets. The course introduces the concept of the "time value of money" and using examples shows the learner how to use different value tables, Present Value, Future Value and Annuity Tables to appraise different kinds of fixed asset acquisitions. It restates two formulae, the Net Present value (NPV) and the Internal Rate of Return (IRR) and uses both to evaluate fixed asset acquisitions. In the last section the course lists different kinds of current assets and explains the concept of liquidity as applied to business assets. After explaining how excessive levels of current assets may lead to cash flow gaps, the course introduces two financial ratios the Inventory Turnover Ratio, and the Day Sales Outstanding Ratio, that the learner can use to monitor and control two important current assets, Inventory and Receivables.

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Expected Duration

4.5 hours

Lesson Objectives:

Acquiring Fixed Assets

- Recognize the value of analyzing any acquisition of a fixed asset;
- categorize tangible and intangible assets;
- Identify the factors that influence any acquisition of fixed assets; and
- Identify the relationships between components of a capital budget.

Using Capital Budgeting Tools

- Recognize the importance of using capital budgeting tools to decide whether to acquire a fixed asset;
- Apply different benchmarks to the given capital investment proposals;
- Compute the time values of given investments using the appropriate time value tables;
- Apply the NPV method to determine whether a given investment decision is appropriate; and
- Apply the IRR method to determine whether a given investment decision is appropriate.

Controlling Liquid Assets

- Recognize the importance of controlling the levels of liquid assets ; and
- Identify the current assets of an organization.

Course Number: FIN0263

Making Budgets Work

What value does this course provide to those involved in competitive contracting?

Through the budgeting process, organizations forecast revenues and resource needs. Forecasts are transformed into operating budgets which are then monitored for adherence. This course will provide non-financial agency staff and EBU members with the awareness of the general budgeting process. For specific information on WA State's budget process see: <http://www.ofm.wa.gov/budget.htm>

Who should take it?

- Agency staff involved in strategic planning and budgeting;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

The Purposes of Budgeting

- Recognize the value of budgeting for organizational success;
- Sequence the three steps in the budgeting cycle;
- Identify situations that illustrate the planning aspects of budgeting; and
- Match examples of expenditures with the expected effect they illustrate.

Types of Budgets

- Recognize the benefit of each major type of budget used by organizations;
- Identify production expenses that vary directly with revenue volume;
- Distinguish situations illustrating the major approaches to departmental budget development; and
- Discriminate between capital expenditure budget items and other types of budget items.

Politics of the Budget

- Recognize the importance of successfully playing budget politics;
- Identify key things agencies and EBU's should know about a budget philosophy and approach;
- Match each key departmental constituency with the appropriate budget issue to "socialize"; and
- Match each budget presentation stage with the appropriate actions.

Tracking and Adhering to Budgets

- Recognize the importance of monitoring adherence to operating budgets;
- Identify procedures for monitoring adherence to budgets;
- Match techniques for addressing revenue variances with appropriate situations; and
- Match sources of variance with appropriate control techniques.

Course Number: FIN0142

Managerial Decisions and Capital Budgeting

What value does this course provide to those involved in competitive contracting?

Business decisions involve choosing between alternative courses of action and developing formal plans for future action. This course explains several methods of analysis that can help choose alternatives that offer the highest rate of return on investment or the greatest reduction in costs. In this course, topics such as capital budgeting and managerial decisions provide you with the concepts, procedures, and analytical skills you need to make informed decisions in today's complex business environment.

Who should take it?

- Agency staff involved in strategic planning and budgeting;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

5.0 hours

Lesson Objectives:

Decision Making and Managerial Accounting

- Identify the benefits of knowing how to use specific accounting results to make managerial decisions;
- Sequence the steps in the make or buy analysis;
- Perform a make or buy analysis for a specified component part; and
- Identify examples of the factors that affect a decision to lease or buy.

Capital Budgeting

- Recognize the benefits of knowing how to evaluate capital investments using the payback period and the accounting rate of return;
- Match information about various investments with the corresponding type of net cash flow;
- Calculate the payback period for a specified investment, given the expected cash flow information;
- identify examples of the information that is required to calculate the accounting rate of return and
- Calculate the accounting rate of return for a given investment opportunity.

Capital Budgeting Using Time Value of Money

- Recognize the benefits of knowing how to evaluate capital investments using the time value of money;
- Identify the process for deciding whether to acquire a given investment;
- Decide whether to acquire a given investment;
- Sequence the steps for determining whether an investment is acceptable, based on a company's internal rate of return; and
- Determine if a given investment is acceptable based on the internal rate of return.

Course Number: FIN0242

Managing Budgets Effectively

What value does this course provide to those involved in competitive contracting?

This course illustrates procedures for developing and analyzing spreadsheets to predict, monitor, and control cash flow, the essence of budgeting. In addition, it provides you with practical concepts and strategies to cure paralyzing budget paradigms and build in flexibility into the budget, to manage in dynamic economies. After completing this course, the learner will be able to develop the spreadsheets and analyze the budget using them. They will also be able to apply the strategies and concepts illustrated to manage the budget performance.

Who should take it?

- Agency staff involved in strategic planning and budgeting;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

3.0 hours

Lesson Objectives:

Pro Forma Spreadsheets

- Recognize the importance of using a cash flow pro forma spreadsheet to manage the cash flow;
- Compute the value of the missing components of a given pro forma spreadsheet;
- Complete a given cash flow pro-forma spreadsheet by filling in the missing elements sequentially; and
- Analyze the impact of change in the components of a given cash flow pro forma spreadsheet.

Controlling the Budget

- Recognize the importance of controlling the budget;
- Convert a given annual operating budget into a monthly progressive budget using the sponge ball electronic spreadsheet;
- Modify the budget using a sponge ball spreadsheet and, based on the financial data provided;
- Build a variance log from a given sponge ball spreadsheet; and
- Analyze the impact of variance in the projected and actual figures in a given budget.

Budget Performance

- Recognize the importance of building flexible budgets;
- Select the appropriate strategies for a given business to succeed in changing economies; and
- Apply the strategies presented to cure the budget paralyzing paradigms in the given business situation.

Course Number: FIN0264

Managing Cash Flows

What value does this course provide to those involved in competitive contracting?

Can a profitable company with a positive net worth run short of cash? Without sound cash management, it certainly can. Every organization, large and small, must manage the generation and expenditure of cash to ensure that bills can be paid on time. This course covers the principles of sound cash flow management, including cash management strategies, the best use of credit collection, and ways to reduce overhead. With knowledge of these strategies, agencies and EBU's can better manage their working capital. Agency contract administrators and supplier development teams can use these strategies to evaluate an early sign of trouble for private companies and that is cash flow.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

Optimizing Cash Flows

- Recognize the benefits of optimizing cash flows;
- Match cash management strategies to examples;
- Apply the best cash management strategy to a given financial scenario;
- Select examples of techniques for prompt cash collection;
- Apply a plan using techniques for prompt cash collection from a hypothetical customer;
- Select examples of the elements associated with a sound credit policy;
- Choose the credit policy elements to be extended by a hypothetical organization;
- Match techniques used to delay cash outflow with examples; and
- Apply techniques to delay cash outflow in a hypothetical cash shortage situation.

Reducing Costs

- Recognize the value of cost-reduction programs;
- Select examples of elements of cost reduction strategies;
- Identify areas in which costs can be reduced;
- Determine the areas in which costs can be reduced in a hypothetical department;
- Match types of overhead costs to their corresponding examples;
- Select ways to reduce overhead costs associated with building and maintaining an inventory; and
- Propose a plan to reduce overhead costs associated with building and maintaining a hypothetical inventory.

Analyzing the Income Statement and Balance Sheet

What value does this course provide to those involved in competitive contracting?

This course examines the Income Statement and the Balance Sheet, their respective structures and relationships as they correlate to business activities, and introduces common methods of analysis when using these financial statements to measure a business's financial performance.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.0 hours

Lesson Objectives:

The Basis of the Income Statement and Balance Sheet

- Recognize the benefits in understanding the basis of the Income Statement and the Balance Sheet as a key in understanding how business decisions are made;
- Determine the connection between the Income Statement and the Balance Sheet as they reflect different business activities;
- Relate line items in the Income Statement to business decisions and strategies; and
- Relate line items in the Balance Sheet to business decisions and strategies.

Common Size Analysis

- recognize the benefit of using common size analysis of the Income Statement and Balance Sheet to understand the business strategies that an organization is employing;
- Use common size analysis to determine strategies and outcomes;
- Use "change over time" (or "trend") analysis to identify and interpret trends in business strategies; and
- Use common size ratios for peer group analysis in comparing organization activity and performance to industry averages.

Course Number: FIN0133

Using Financial Statements in Business Decisions

What value does this course provide to those involved in competitive contracting?

This course makes the connection between accounting and finance: the analysis of basic financial statements for the purpose of answering questions and making decisions about a business. It introduces some basic distinctions of finance, and some fundamental tools of financial analysis. Through a series of practical exercises, learners apply their understanding of financial statements to various simple business scenarios. Finally, it paves the way for consideration of the next level of financial literacy, forecasting and budgeting.

Who should take it?

- Agency staff involved in strategic planning and budgeting;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

3 hours

Lesson Objectives:

Three Basics of Finance

- recognize the value of using the three elements of financial analysis (cash and accrual methods, direct and fixed costs, and breakeven analysis) in making sound and justifiable business decisions;
- Distinguish between the uses of cash and accrual accounting methods in recognizing financial activity;
- Identify true statements about direct and fixed costs; and
- Identify the information that break-even analysis provides for a business.

Three Tools for Performing Financial Analyses

- Recognize how basic accounting analyses can be used in the day-to-day and long-term management of an organization;
- Identify the types of business concerns that vertical analysis can address;
- Recognize the types of concerns that horizontal analysis can address;
- Identify the major business concerns assessed by ratio analysis;
- Use the profitability ratio in financial analysis;
- Distinguish between the two liquidity ratios used in financial analysis;
- Identify true statements about the risk ratio in financial analysis; and
- Identify the use of either of the two activity ratios in financial analysis.

Cash Flow Management: Why and How

- Recognize the value of cash flow analysis to the total business picture;
- Identify true statements about a sources and uses of cash flow analysis; and
- Identify the purposes of a pro forma cash flow analysis.

Cash Management

What value does this course provide to those involved in competitive contracting?

Can a profitable company with a positive net worth have a liquidity crisis? Without sound cash management, it not only can, but probably will. Every organization, large and small, must manage the generation and expenditure of cash to ensure that bills can be paid on time. This course will provide agencies and EBU's with a grounding in cash management issues and practices. It will provide a foundation for appreciating and supporting cost reduction programs and other efforts to maintain appropriate levels of working capital.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

Managing Cash Flows

- Recognize the value of maintaining optimal cash levels in an organization;
- Identify the functions of cash management;
- Categorize current accounts as current assets or current liabilities; and
- Identify adverse effects of too much leverage.

Maximizing Cash Generation

- Recognize the importance of managing credit and cash collection for optimal cash generation;
- Select the principles of sound credit policy;
- Identify techniques for accelerating cash collection; and
- Select methods for reducing post-collection float.

Delaying Payments and Investing Idle Cash

- Recognize the benefit of delaying disbursements;
- Sequence the components of disbursement float;
- Identify techniques used to delay cash outflows; and
- Calculate the available surplus, given the required data.

Cost Reduction Programs

- Recognize the value of cost reduction programs;
- Identify the keys to success in setting cost reduction objectives;
- Match each area of cost control focus with an appropriate cost reduction tactic; and
- Match cost center budgets and profit center budgets with the appropriate characteristics.

Course Number: FIN0143

Financial Statements and Analysis

What value does this course provide to those involved in competitive contracting?

Financial statements are the most important vehicles organizations use to report their performance and financial condition. By understanding them, agencies and EBU's can gain valuable insight into current or future financial performance and opportunities. This course will provide a foundation for reading and analyzing the three key financial reports prepared by most corporations and some organizations.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

The Balance Sheet

- Recognize the value of a balance sheet;
- Match the key categories of assets reported on a balance sheet to different examples;
- Select the types of liabilities reported on a balance sheet; and
- Categorize the key information reported on a balance sheet appropriately as assets, liabilities, or equity.

The Income Statement

- Recognize the value of the income statement;
- Identify the key elements in calculating gross profit on an income statement;
- Select the key elements in calculating net income after taxes on an income statement; and
- Select the correct earnings per share calculation, given the appropriate financial information.

The Cash Flow Statement

- Recognize the value of a cash flow statement;
- Select the activities generally reported on a cash flow statement;
- Select the indicators of "sources of funds" on a cash flow statement; and
- Identify the indicators of "uses of funds" on a cash flow statement.

Basic Financial Report Analysis and Ratios

- Recognize the benefit of ratio analysis;
- Identify the meaning of liquidity ratios;
- Select the key elements used to calculate the debt ratio and the debt-to-equity ratio; and
- Match the profitability ratio to its appropriate calculation.

Course Number: FIN0144

Introduction to Finance

What value does this course provide to those involved in competitive contracting?

To be able to effectively participate in the competitive contracting process, state employees need to have at least a fundamental knowledge of finance. Knowledge of an organization's financial system is a key skill for participating in the control and direction of state resources. This course will introduce state employees to the purpose of financial management systems. It will also introduce basic concepts of risk and return, time value of money, and the relationship between tax laws and business finance.

Important note: Tax principles discussed here are in general terms. Specific questions about WA State or Federal Taxation should be referred to: <http://www.dor.wa.gov/content/taxes/> for state and <http://www.irs.gov/govt/index.html> for federal.

Who should take it?

- Agency staff involved in strategic planning and budgeting;
- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

The Purpose of Financial Management Systems

- Recognize the benefits of financial management systems in supporting organizational success;
- Match forecasting tools with the needs they help identify;
- Match situations with the financial controls they illustrate; and
- Identify financial statements used to report financial condition in annual reports.

Risk and Return

- Recognize the importance of risk-and-return decisions to the financial health of the organization;
- Match situations with the type of financial risk they represent;
- Identify the major sources of financial risk; and
- Rank a series of investments in order of increasing expected return.

The Time Value of Money

- Recognize the importance of time-value-of-money concepts in financial management;
- Identify the key information needed to calculate the future value of an investment;
- Identify the present-value formula; and
- Match factors affecting discount rates with the corresponding effect.

Tax Laws and Business Finance

- Recognize the importance of considering tax law in business financial management;
- Select tax consequences resulting from the corporate form of business organization;
- Select the effects of higher depreciation expense on financial performance; and
- Identify tax issues related to lease vs. buy decisions.

Analyzing an Annual Report

What value does this course provide to those involved in competitive contracting?

This course will familiarize agency with methods to extend their analysis of financial statements beyond the three basic reports: the Balance Sheet, Income Statement, and Cash Flow Statement. The course begins by analyzing two accounting features often identified in the notes to the financial statements: the cost of goods sold measurement and depreciation methods. It will conclude with a demonstration of the application of the DuPont System of Analysis to an annual report.

Who should take it?

- Agency staff involved in managing suppliers and providers; and
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market.

Expected Duration

4.5 hours

Lesson Objectives:

The Cost of Goods Sold Measurement

- Recognize the value of understanding the reporting options for the cost of goods sold expense to an analysis of a financial report;
- Analyze the implications of the FIFO procedure on financial records;
- Analyze the implications of the LIFO procedure on financial records;
- Analyze the implications of the average cost procedure on financial records; and
- Analyze the cost of goods sold strategy in terms of a company's annual report.

Depreciation and Amortization Procedures

- Recognize the significance and implications of using different depreciation and amortization procedures when analyzing an annual report;
- Analyze the impact of straight-line depreciation on an annual report;
- Analyze the impact of accelerated depreciation on an annual report;
- Analyze the impact of amortization recording procedures on an annual report; and
- Analyze the impact of straight-line and accelerated depreciation and amortization recording strategies on an annual report.

Performance Analysis Using DuPont and the P/E Ratio

- Recognize the value of using the DuPont system and the P/E ratio to analyze financial information presented in the annual report;
- Use the DuPont system to analyze the profitability of different operating segments of a business; and
- Use information obtained in the annual report to calculate and analyze the P/E ratio.

Course Number: FIN0138

Credibility and Disclosure in an Annual Report

What value does this course provide to those involved in competitive contracting?

This course will familiarize agency staff and team members with methods to determine the credibility of an annual report, as well as the degree of disclosure that is required. The course begins by examining how a Certified Public Accountant (CPA) would address credibility issues, primarily through the auditing process. It also examines the important contribution of the notes towards an analysis of financial statements.

Who should take it?

- Agency staff involved in managing suppliers and providers; and
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market.

Expected Duration

2.5 hours

Lesson Objectives:

Reading an Annual Report

- Recognize the importance of a financial report's credibility, in order to gain a complete picture of the company's performance and accounting methods;
- Identify and distinguish the primary indicators of a credible annual report;
- Interpret an auditor's opinion of a financial report;
- Determine the amount and type of disclosure that is required for an annual report; and
- Determine the quality of a company's earnings, based on trends within a financial report.

Notes to Financial Statements

- Recognize the necessity of understanding the notes to a financial report;
- Determine which items of disclosure must appear in the notes to a financial report;
- Differentiate between additional disclosure information and information that does not belong in the notes; and
- Analyze information within the notes that provides particularly relevant information to the performance management of the business.

Course Number: FIN0137

Principles of Financial Statements

What value does this course provide to those involved in competitive contracting?

This course presents an overview of the principles of financial statements, introducing the learner to critical concepts and terminology necessary for understanding the rules impacting the presentation of numbers on financial statements, and the cash cycle of financial management.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

3.5 hours

Lesson Objectives:

Rules, Decisions, and Numbers

- Recognize the importance of understanding the rules that impact on how the numbers on financial statements are reported;
- Identify the sources of the rules that are followed in accounting practices;
- Describe the implications of the audit process and associated notes when reading financial statements; and
- Correlate financial data to value and financial characteristics.

The Cash Cycle for Performance Analysis

- Appreciate the importance of understanding the four phases of the cash cycle of financial management;
- Apply the implications of management issues associated with Phase One of the Cash Cycle, which deals with leverage;
- Apply the implications of management issues associated with Phase Two of the Cash Cycle, which deals with liquidity and profitability;
- Apply the implications of management issues associated with Phase Three of the Cash Cycle, which deals with efficiency; and
- Apply the implications of management issues associated with Phase Four of the Cash Cycle, which deals with profitability and market value.

Course Number: FIN0131

Components of Financial Statements

What value does this course provide to those involved in competitive contracting?

This course presents an overview of the relationship between business decisions and financial statements, introducing the learner to critical concepts and terminology that are necessary for conducting an applied interpretation of financial statements.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

3.0 hours

Lesson Objectives:

Income Statement Components

- Recognize the importance of the Income Statement components as they relate directly to a profitability;
- Identify the types of revenue found on an Income Statement;
- Identify the types of expenses presented on the Income Statement;
- Identify the formula that corresponds to the structure and components of the Income Statement; and
- Assign Income Statement line items to financial values resulting from business transactions.

Balance Sheet Components

- Recognize the importance of understanding how the Balance Sheet components relate to each other;
- Classify the various types of assets reported on a Balance Sheet;
- Identify the relationship of liabilities and shareholders' equity on the Balance Sheet;
- Determine the structure and the components of the Balance Sheet; and
- Assign Balance Sheet line items to financial values resulting from business transactions.

Cash Flow Statement Components

- Recognize the importance of the Cash Flow Statement and its components as a key financial document;
- Identify the elements of the Cash Flows from Operating Activities component;
- Identify the elements of the Cash Flows from Investing Activities component;
- Identify the elements of the Cash Flows from Financing Activities component;
- Identify the information contained in the structure and components of the Cash Flow Statement; and
- Assign financial values resulting from business transactions to a Cash Flow Statement.

Course Number: FIN0132

The Income Statement and Balance Sheet Connection

What value does this course provide to those involved in competitive contracting?

This course examines in detail the relationship between the Income Statement and the Balance Sheet, how the line items on each statement relate to the other and correlate to business activities and decision-making. The course introduces common methods of analysis when using these financial statements to measure a financial performance.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.0 hours

Lesson Objectives:

The Asset Connection

- Recognize the benefit of understanding how the Asset side of the Balance Sheet relates to line items on the Income Statement when analyzing the numbers that are found on each statement;
- Analyze company efficiency based on the relationship between Sales on the Income Statement and Accounts Receivable on the Balance Sheet;
- Analyze company efficiency based on the relationship between the Cost of Goods Sold on the Income Statement and Inventory on the Balance Sheet;
- Recognize the relationship between Operating Expenses on the Income Statement and Prepaid Expenses on the Balance Sheet;
- Identify the relationship between Depreciation on the Income Statement and Fixed Assets on the Balance Sheet; and
- Identify the relationship between Depreciation Expense on the Income Statement and Accumulated Depreciation on the Balance Sheet.

The Liability and Shareholders' Equity Connection

- Recognize the benefit of understanding how the Liabilities and Shareholders' Equity side of the Balance Sheet relates to line items on the Income Statement when analyzing the numbers that are found on each statement;
- Explain how Cost of Goods Sold on the Income Statement is accounted for in the line items of Accounts Payable and Inventory on the Balance Sheet;
- Describe the relationship between Accrued Liabilities on the Balance Sheet and Operating Expenses on the Income Statement;
- Describe the relationship between Interest Expense on the Income Statement and Accrued Liabilities on the Balance Sheet; and
- Describe how Income Tax Expense is accounted for on the Income Statement and Income Taxes Payable is accounted for on the Balance Sheet.

Course Number: FIN0134

Analyzing Cash Flow

What value does this course provide to those involved in competitive contracting?

This course will teach agency staff and EBU members how to read, and create a cash flow statement. It will also show you how to analyze beyond the numbers to show how management decisions affect the cash flow of a company.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

4.5 hours

Lesson Objectives:**Cash Flow and Performance**

- Recognize the benefits of using cash flow figures to analyze financial performance;
- Distinguish between a cash basis method and an accrual basis method of reporting financial statements;
- Decide which method of determining cash flow is utilized by a business, given a scenario;
- Identify decisions that are appropriate for an organization experiencing a growth state or a decline state.

Operating, Investing and Financing Activities

- Recognize the value of a Cash Flow Statement for providing insight into an organization's operating, investing, and financing activities.
- Determine business situations that might explain changes in cash flow from operating activities;
- Determine business situations that might explain changes in cash flow from investing activities; and
- Determine business situations that might explain changes in cash flow from financing activities.

Net Income, Cash Flow and Valuation

- Recognize the importance of using financial information to implement positive cash flow strategies and management;
- Use the three financial statements to identify problem areas and potential solutions in cash flow management;
- Use discount rates to value assets.

Course Number: FIN0135

Ratio Analysis for Financial Statements

What value does this course provide to those involved in competitive contracting?

This course introduces the learner to ratio analysis and how ratios are used in analyzing financial statements. Ratio analysis is used by businesses, investors, creditors, and stockholders in decision-making. Agencies and EBU's can use ratio analysis for tracking and measuring their financial performance and health. Up-to-date audited reports from past and current financial statements are used to secure the most accurate ratio analysis results.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

3.0 hours

Lesson Objectives:**Measuring Solvency**

- Recognize the importance of using solvency ratios to analyze the effectiveness of how an organization is using its resources;
- Use solvency analysis to identify the relationship between an organization's characteristics and strategies and the ability to meet long- and short-term obligations;
- Use liquidity ratio (Current and Quick) analysis to interpret financial information about an organization; and
- Use leverage ratio analysis to assess the financial health of an organization.

Measuring Activity, Efficiency, and Profitability

- Recognize the benefits of using return on investment ratios to measure financial performance.
- Identify how different strategies impact the activity and efficiency performance as reflected in the activity ratios.
- Use profitability ratios to identify strategies that will improve targeted areas of the profit performance of a business.

Market Value Ratios and Earnings Growth

- Recognize the importance of using Market Value and Sustainable Growth analysis in assessing both the current and potential value and growth;
- Use Market Value ratios to evaluate future prospects and earnings; and
- Apply ROE and Sustainable Growth analysis to assess growth potential and capacity.

Course Number: FIN0136

Financial Risk Management

What value does this course provide to those involved in competitive contracting?

This course familiarizes you with the strategies and products used to manage risk. Agency staff and EBU members will gain useful experience in risk management through a series of exercises and examples aimed at teaching various options that significantly reduce exposure to risk. Other sources of contract risk management information can be found at OFM's website:

<http://www.ofm.wa.gov/rmd/contrman.htm>.

Who should take it?

- Agency staff involved in strategic planning and budgeting;
- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

1.5 hours

Lesson Objectives:**Corporate Risk**

- Recognize the benefits of identifying and assessing financial risks;
- Identify the types of risk facing an organization, given a scenario; and
- Identify the most appropriate risk measurement tool, given a scenario.

Corporate Risk Management

- Recognize the importance of implementing risk management strategies;
- Choose the most appropriate risk management strategy, given a scenario;
- Choose the best risk management product for a given situation; and
- Identify which of the four steps of the implementation and monitoring process is being used in a scenario.

Course Number: FIN0216

Project Constraints and Risks

What value does this course provide to those involved in competitive contracting?

Imagine a world with unlimited resources, no deadlines, unlimited funding and all without any risk; imagine. Projects do include deadlines, budgets, assumptions and resource limitations; projects also include technology requirements as well as many unforeseen factors; not everything works out as expected. Documenting and incorporating project constraints and assumptions into the project scope description and project plan are important to help mitigate project problems. In this course you will learn to identify and appropriately manage project constraints and risks.

Who should take it?

- Agency staff involved in strategic planning and budgeting;
- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

Expanded Project Constraints

- Recognize the benefits of identifying project constraints;
- Select the methods for working within time constraints;
- Identify the correct labor calculation given a scenario; and
- Identify methods to deal with technology constraints.

Project Assumptions and Risks

- Recognize the significance of inherent risks in a project;
- Match the external and internal risks to appropriate examples;
- Match types of assumptions to appropriate examples;
- Identify the riskiest resource member, given a scenario; and
- Choose a specific risk analysis method, given a description.

Risk Analysis

- Recognize the value of conducting a risk analysis;
- Identify the type and source of a risk, given a project scenario;
- Match methods to address risk to appropriate examples;
- Identify correct technique(s) to use to identify risk; and
- Choose the methods that should be used to determine impact.

Strategic Positioning

- Recognize the value of strategic positioning;
- Match each method for handling constraints with an appropriate example;
- Specify how to gather historical information; and
- Specify human resource considerations, given a scenario.

Course Number: PROJ0212

Project Risk Identification

What value does this course provide to those involved in competitive contracting?

All endeavors - new and existing - have risks. How can agencies and EBU's identify those risks and make the best of them? Although risks are generally associated with negative results, they may also give rise to opportunities. It is critical to assess all of a project's risks so opportunities are not missed and threats are avoided or their impact on the project lessened. This course will provide the learner with the tools and techniques to help identify those risks that may affect a project.

Who should take it?

- Agency staff involved in strategic planning and budgeting;
- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.0 hours

Lesson Objectives:

Inputs to Risk Identification

- Recognize the benefits of using the inputs of risk identification;
- Identify the characteristics of the product description as it applies to risk identification;
- Identify examples of possible risks that can arise from the outputs of the planning processes in other project areas; and
- Identify the characteristics of the sources used to gather historical information.

Tools and Techniques of Risk Identification

- Recognize the benefits of using tools and techniques for risk identification;
- Identify the necessary information for creating a risk identification checklist;
- Make the necessary decisions for creating a cause-and-effect flowchart; and
- Choose the most appropriate interview type for identifying project risks, for a given situation.

Outputs from Risk Identification

- Recognize the benefits of using the risk identification outputs;
- Match the five sources of risk categories to corresponding business examples;
- Identify potential risk events to a project; and
- Identify risk symptoms for possible risks to a project.

Course Number: PROJ0291

Project Qualitative Risk Analysis

What value does this course provide to those involved in competitive contracting?

In "Project Qualitative Risk Analysis," you'll gain information that will help you prioritize a list of risks. You will find out how to evaluate the quality of information available about the risk. You'll also learn how to determine the probability of a risk and its potential consequences and how to combine these factors to reach a better understanding of a risk's importance. The better you understand the risks your project may encounter, the more effectively you can manage them. Upon completion of this course, the learner will possess the knowledge and skills needed to conduct qualitative risk analyses.

Who should take it?

- Agency staff involved in strategic planning and budgeting;
- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

4.0 hours

Lesson Objectives:

Inputs and Tools and Techniques for Qualitative Risk Analysis

- Identify the benefits of using the inputs and tools and techniques of qualitative risk analysis, from a list of statements;
- Select examples of inputs to qualitative risk analysis for a selected project from a given list;
- Match the names of the techniques for estimating probability and impact to examples of each;
- Determine the best technique for estimating probability and impact for a given project;
- Identify the elements of a given probability and impact risk rating matrix;
- Determine a course of action based on risk classification, given a probability and impact risk rating matrix;
- Identify examples of the criteria used to test project assumptions; and
- Match the criteria used in data precision ranking to given examples.

Outputs from Qualitative Risk Analysis

- Recognize the value of understanding the outputs from qualitative risk analysis;
- Identify examples of how overall project risk ranking can be used;
- Match the criteria used to prioritize the risks with given project information;
- Match the levels of risks to examples based on their calculated risk score;
- Determine which risks need to be included on the list of risks for additional analysis and management for a specific project;
- Select rationale for identifying trends in qualitative risk analysis results; and
- Interpret trends in qualitative risk analysis results.

Course Number: PROJ0492

Project Risk Response Development and Control

What value does this course provide to those involved in competitive contracting?

Upon completion of the course, you will have fully realized the benefits of being able to respond to and control risk. This will be accomplished by using the following areas: Inputs to Risk Response Development; Tools and Techniques of Risk Response Development; Outputs from Risk Response Development; Inputs to Risk Response Control; Tools and Techniques of Risk Response Control; and Outputs from Risk Response Control.

Who should take it?

- Agency staff involved in strategic planning and budgeting;
- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
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- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

1.5 hours

Lesson Objectives:**Risk Response Development**

- Identify the benefits of developing a plan to respond to risk;
- Match the risk to its classification;
- Determine which tool or technique to use when developing a response to a risk; and
- Identify the outputs to the risk response development process.

Risk Response Control

- Identify the importance of the risk response control process;
- Given examples, recognize the inputs to risk response control;
- Apply the appropriate tool and technique for risk response control; and
- Select when to close a risk.

Course Number: PROJ0293

Project Risk Management Simulation

What value does this course provide to those involved in competitive contracting?

In order to illustrate risk management techniques using an actual scenario, the following simulation is provided. You are a project manager in the golf division of the Crown Sports Company and are currently managing their Long Shot GT Driver Project. The Long Shot GT employs the latest in materials and technologies and has been designed to be the preeminent driver for golfers of all levels. Crown Sports has promised a product launch timed with the upcoming US Open Tournament. The availability of this club and the promise of a dazzling marketing campaign have the entire golfing community abuzz with anticipation. In order to meet your deadline and ensure a successful launch of the new club, you will need to identify and assess potential risks and threats to your project. Additionally, you will need to make decisions to either avoid risks altogether or to manage risks in such a way that will provide the greatest opportunities for your project without impacting its budget or schedule.

Who should take it?

- Agency staff involved in strategic planning and budgeting;
- Agency staff involved in managing suppliers and providers;
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Expected Duration

0.5 hours

Lesson Objectives:

Project Risk Management Simulation

- Reporting and monitoring project risks;
- Avoiding risks;
- Transferring risks;
- Taking corrective action;
- Interviewing others;
- Identifying risks;
- Quantifying risks;
- Creating a contingency plan;
- Planning risk management;
- Calculating performance and value.

Course Number: PROJ0490

Project Risk Planning and Identification

What value does this course provide to those involved in competitive contracting?

As a project manager, it's your job to make sure your project is a success. That means you need to know when a risk threatens some aspect of the project. But projects can be long and complex. How do you identify risks that may arise months from now? You'll find the answer to this question in "Project Risk Identification and Planning." This course will teach you how to develop an approach to planning risk management activities and how to identify the risks that might affect your project.

Who should take it?

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- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
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- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

5.0 hours

Lesson Objectives:

Risk Management Planning

- Recognize the benefits of understanding risk management planning;
- Identify the inputs used in planning risk management activities;
- Identify the key components of a risk management plan; and
- Effectively pull together information required to develop a risk management plan for a given project.

Inputs to Risk Identification

- Identify the benefits of understanding the inputs to risk identification;
- Identify examples of the project planning outputs that should be reviewed prior to risk identification;
- Match the risk categories to examples of their business risks; and
- Identify examples of sources of historical information.

Tools and Techniques, and Outputs for Risk Identification

- Recognize the value of understanding the tools and techniques and the outputs of risk identification;
- Identify the steps to performing documentation reviews;
- Apply the steps to prepare for a documentation review for a given project;
- Sequence the steps of the interviewing technique used for risk identification;
- Apply the interviewing technique to gather information about project risks, given a scenario;
- Identify the steps to creating a cause-and-effect diagram;
- Choose the appropriate cause-and-effect diagram for a given project risk in a scenario; and
- Identify examples of the outputs from risk identification.

Course Number: PROJ0491

Project Quantitative Risk Analysis

What value does this course provide to those involved in competitive contracting?

Are you unsure about how to measure risk? Risk and uncertainty are natural factors in business and can be estimated using quantitative risk analysis. Quantitative risk analysis is a powerful technique that simulates various unknowns based on a project's variables. The result of the analysis is a realistic estimate of the project's total degree of uncertainty. Project managers can reduce project risks while maintaining key objectives through revision of the project's schedule, budget, scope, or quality.

Who should take it?

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- Agency staff involved in managing suppliers and providers;
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Expected Duration

4.0 hours

Lesson Objectives:

Inputs to Quantitative Risk Analysis

- Recognize the benefits of knowing what inputs should be considered when analyzing a project's quantitative risks;
- Identify examples of the components that should be included in a risk management plan for a given scenario;
- Identify other risk management outputs used in quantitative risk analysis;
- Identify examples of sources of historical information and expert judgment for a given scenario; and
- Match other planning outputs used in quantitative risk analysis to their examples.

Tools and Techniques for Quantitative Risk Analysis

- Recognize the benefit of understanding the tools and techniques for quantitative risk analysis;
- Sequence examples of the events that take place during a risk interview;
- Identify examples of the steps used to conduct a sensitivity analysis;
- Sequence examples of the steps used to perform a decision tree analysis;
- Determine the best decision path for a given project; and
- Sequence examples of the steps used to perform a Monte Carlo simulation.

Outputs from Quantitative Risk Analysis

- Recognize the benefit of understanding the outputs from quantitative risk analysis;
- Identify the types of quantified risks that result from a quantitative risk analysis;
- Match project threats and project opportunities to examples;
- Match other quantitative risk analysis outputs to their definitions; and
- Identify examples of other quantitative risk analysis outputs.

Project Risk Response Planning

What value does this course provide to those involved in competitive contracting?

Project team members need to make decisions that will enhance opportunities and reduce threats to their project's objectives. Risk response planning is useful for this purpose because it is a process that ensures that risks are properly identified and addressed. To yield an accurate measurement of the level of risks associated with a project, risk response planning must be done effectively. This course will teach you how to use the tools and techniques for risk response planning and integrate inputs from qualitative and quantitative risk analyses into an effective risk response plan. It will also provide you with the skills to identify risk thresholds and risk owners. Equipped with this valuable knowledge, you will be better able to consider the risks that your project may encounter and plan ahead to maximize the chances for project success.

Who should take it?

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- Agency staff involved in managing suppliers and providers;
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Expected Duration

6.5 hours

Lesson Objectives:

Inputs to Risk Response Planning

- Recognize the benefits of understanding the inputs to risk response planning;
- Identify the qualitative and quantitative risk analysis outputs used in risk response planning;
- Identify examples of potential responses for an identified risk; and
- Identify examples of common risk causes.

Tools & Techniques for Risk Response Planning

- Recognize the benefits of understanding the tools and techniques for risk response planning;
- Match types of project risks to examples;
- Determine if a project risk should be avoided for a given scenario;
- Match transference methods to examples.
- Choose the best method to transfer risk for a given situation;
- Match mitigation strategies to examples;
- Determine the mitigation strategy used, based on the action taken in a given scenario; and
- Identify examples of the components that should be included in an effective contingency plan.

Outputs from Risk Response Planning

- Recognize the benefits of understanding the outputs from risk response planning;
- Identify examples of the questions that should be asked when determining the appropriate risk response for an identified project risk;
- Determine the appropriate risk response for a given project risk; and
- Identify examples of other risk response planning outputs.

Course Number: PROJ0494

Risk Basics

What value does this course provide to those involved in competitive contracting?

The information presented in this course on risk and hedging techniques are vital tools for successful execution of a competitive contracting solicitation. When the task is difficult and the risk is real, how comfortable are you? This course, along with the risk chapter in the Competitive Contracting Manual, can bolster your management and leadership abilities by increasing your comfort level with risk management.

Who should take it?

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- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.0 hours

Lesson Objectives:

A Primer on Risk

- Recognize the value of risk management;
- Identify the historical techniques of risk management;
- Match the risk-related phrases with their appropriate definitions; and
- Choose the role that regret plays in managing risk.

Individual Risk-taking

- Recognize the benefits of personal risk-taking;
- Choose the characteristics of a risk-taker;
- Specify the steps that enhance risk-taking abilities; and
- Sequence the steps that prepare others to take risk.

Risk in the Organization

- Recognize the benefits of an organizational environment that promotes risk-taking;
- Identify the characteristics of a culture of risk;
- Specify how productivity is increased through risk; and
- Identify the internal pressure areas that can become risk indicators in an organization.

Elements of Risk Management

- Recognize the benefits of using the elements of risk management;
- Identify how time affects managing risk;
- Identify the uses of scenarios in managing risk; and
- Identify the use of benchmarks in managing risk.

Course Number: PD0241

Approaches to Risk Management

What value does this course provide to those involved in competitive contracting?

The basics of analysis and assessment are presented in this course to help you improve your analytical ability in evaluating risks so that you can lead your organization to success.

Who should take it?

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Expected Duration

2.0 hours

Lesson Objectives:

Evaluating Issues in Risk

- Recognize the importance of utilizing risk evaluations;
- Identify the five dilemmas of risk evaluation;
- Identify the key concepts of uncertainty in risk management; and
- Identify the three stages of risk assessment.

Risk Analysis

- Recognize the value of probability, surveys, samples, and statistics in risk management;
- Utilize probability to make predictions or a decision;
- Apply surveys and samples to gather information; and
- Utilize statistical concepts to make informed decisions.

Minimizing Financial Risk

- Understand the benefit of knowing an organization's finances;
- Identify the role of finance within an organization;
- Understand income statements, cash-flow projections, and balance sheets; and
- Identify the formula to calculate the break-even point.

Controlling Risk Costs

- Recognize the benefits of controlling risk;
- Identify the key components of a financial simulation model;
- Identify when to use opportunity cost; and
- Utilize prediction error calculations to identify the potential or actual cost of mistakes.

Course Number: PD0242

Developing Target Market Strategy

What value does this course provide to those involved in competitive contracting?

A key to preparing a business case for competitive contracting *solicitations, alternatives, or offering a bid* is identifying the customer. To identify this important group, you need to know how to conduct solid market research. In this course, you'll learn how to conduct demographic and psychographic research and why this research is so important. You'll consider the elements of preparing your target market analysis: what are the important components that you **MUST** include? And, you'll learn how to organize and compose the marketing section of your business plan so that it works for you. You will learn how to provide the clear and concise information that decision-makers need to give your project the GREEN LIGHT.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
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- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

Components of the Market Concept

- Recognize the value of identifying basic components of the market concept in preparing a business case;
- Identify specific elements of the marketing concept philosophy;
- Identify the four criteria essential to defining a target market;
- Recognize the most common approach for market segmentation; and
- Identify the four elements included in the marketing mix.

Demographic Research

- Recognize the value of using demographic research in determining the target market;
- Recognize the types of information that demographic research provides; and
- Recognize that demographic factors affect marketing strategies.

Psychographic Research

- Recognize the value of using psychographic data when analyzing a market segment;
- Recognize the factors that influence psychographic descriptors; i.e., how the customer sees or wants to see him/herself; and
- Recognize the questions to use to collect psychographic information.

Preparing the Marketing Section

- Recognize the value of thoroughly preparing the marketing section of a business case;
- Recognize the two types of customer descriptions essential to the marketing section;
- Select appropriate questions to answer when establishing market size and trends;
- Identify elements on which to base strategic opportunities; and
- Identify four essential elements that must be included in defining the marketing plan.

Course Number: STGY0212

Fundamental Components of a Business Case

What value does this course provide to those involved in competitive contracting?

"I don't know why a business case is necessary. Let's just go talk to the boss about our idea. I'm sure she'll give it a 'thumbs up!'" Sound familiar? Lots of us have heard these words before. Maybe we've even said them. But the truth of the matter is that your chances of persuading the decision-makers within your organization to go ahead with a decision to competitively contract a **service, implement an alternative, or award a contract** based merely on a spoken suggestion stand little chance these days. The reason? Supervisors, managers, and other decision-makers want to SEE (not just HEAR) the arguments for developing new products, and the BEST way to convince them is by presenting a well-thought-out business plan! You'll learn solid reasons for preparing business cases and why they are worth the time and effort involved. You'll understand how to determine just exactly who your audience will be--it's usually not just your manager! You'll take a look at ways to adequately and appropriately define your product or service to your audience. Finally, you will examine ways to conduct the background research that will be an integral piece of your successful business case.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
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- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

3.5 hours

Lesson Objectives:

Why Prepare a Business Case?

- Recognize the benefits of a well-prepared business case;
- Recognize the definition of a business case;
- Identify organizational decision-makers who will approve new products and/or services;
- Recognize the four major steps in testing the business idea; and
- Specify the internal resources needed to implement a new idea/product.

The Business Case Audience

- Recognize the value of correctly identifying the audience of a business case;
- Specify possible decision makers for a business case;
- Determine the audience using the business case to implement the project;
- Identify methods of persuading doubtful decision-makers; and
- Identify the do's and don'ts of using appropriate business language.

Defining the Business Case Concept

- Recognize the value of clearly defining the concept of the business case;
- Select the correct definitions for products and services; and
- Recognize whether the end-user is a business or a consumer.

Researching Your Business Case for Viability

- Recognize the benefits of conducting background research before writing a business case;
- Identify information needed to analyze customer base; and
- Identify three technical issues that affect competitive edge.

Presenting Your Case

What value does this course provide to those involved in competitive contracting?

This course will show you the basics of good presentations, from designing the documentation to organizing the oral presentation. You'll learn the do's and don'ts of using visuals, handouts (take-aways), and business case formats. You'll take a look at the types of charts and graphs that will best display your data. As an added bonus, you will also examine how business cases can be used in more ways than just persuading investors and/or funding your project.

Who should take it?

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Expected Duration

2.5 hours

Lesson Objectives:

Designing the Document

- Recognize the value of a well-designed business plan;
- Choose the appropriate sequence for the parts of a business case document;
- Identify the components in choosing the layout of a business plan document;
- Select the best type of chart or graph for illustrating specific types of information; and
- Identify the types of information included in an appendix.

Take-aways

- Recognize the benefits of take-aways to the successful presentation of a business case;
- Identify the purpose of take-aways;
- Recognize the criteria for choosing appropriate take-aways and handouts; and
- Recognize design issues that can help you choose and create effective take-aways.

Presentation Basics

- Recognize the value of good preparation prior to presenting a business case;
- Recognize questions to ask about your audience prior to your presentation;
- Identify the three main elements of planning the presentation; and
- Identify the purposes that visuals serve for the presenter and for the audience.

Using Your Business Case Strategically

- Recognize the multiple benefits of business cases;
- Identify the two most common ways that a business case is used to secure funding after the initial approval;
- Select ways in which a business case keeps a project focused;
- Recognize ways that a business case can be used to measure progress over time; and
- Identify scenarios in which a business case would be used to remind project managers of "why we are doing this."

Understanding Positioning

What value does this course provide to those involved in competitive contracting?

Learn how to examine the strengths and weaknesses of a competitive contracting *solicitation, alternative, or bid* and how customer perceptions can make or break your proposal. Examine how to recognize opportunities for your offering, as well as possible threats. You'll look at how poor marketing and poor timing influence the chances for success. In addition, you'll consider the problems produced by miscalculating or overestimating your target market. You'll even learn how to develop contingency plans to ward off possible failure. Understanding Positioning will explain how to test the assumptions on which you've based your competitive contracting *solicitation, alternative, or bid* -- assumptions such as whether the resources to deliver your proposal really exist, or what questions you need to ask yourself about your offering. The course concludes with early-warning signs you'll need to know to determine whether your proposal is in trouble.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
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Expected Duration

3.0 hours

Lesson Objectives:

Using the SWOT Analysis

- Recognize the value of objectively analyzing the strengths, weaknesses, opportunities, and threats;
- Identify relevant information needed to determine business strengths and weaknesses;
- Recognize the information needed to assess business opportunities; and
- Identify needed information to analyze threats to business.

Positioning: What Is It?

- Recognize the benefits of correct "positioning";
- Identify how perception relates to positioning;
- Recognize three methods of positioning;
- Identify a three-step process to preparing a positioning strategy; and
- Identify four different types of positioning executions.

Positioning Do's and Don'ts

- recognize the value of positioning do's and don'ts that have been previously tried;
- Identify the primary reason for selecting a long-term positioning strategy; and
- Recognize the danger in positioning directly against the competition.

Putting It All Together

- Recognize how positioning research, market research, and positioning strategy all work together;
- Recognize the relationship of market research to positioning strategy;
- Recognize how positioning research relates to marketing research; and
- Recognize the research elements that can influence positioning strategy.

The Marketing and Sales Plan

What value does this course provide to those involved in competitive contracting?

This course is designed to give you the knowledge you'll need to devise a marketing and sales plan so that your competitive contracting *solicitation, alternative, or bid* stands a better chance to succeed. The training includes the basics you'll need to know about how services get from the provider to the customer. You'll learn about the number of times a prospective customer must be exposed to your proposal before purchasing it. You'll examine ways to predict sales. Finally, you'll understand the importance of a marketing and sales plan in creating and promoting your own successful business case.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
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Expected Duration

3.0 hours

Lesson Objectives:

Moving Your Proposal to the Marketplace

- Identify the definition of a "marketing channel"; and
- Specify three types of market coverage intensity.

Sales Forecasting

- Recognize the benefits of including sales forecasting in the business plan;
- Identify the correct definition of sales forecasting;
- Recognize the data elements used in specific techniques to forecast sales; and
- Identify two possible dangers inherent in forecasting.

Your Marketing and Sales Tools

- Recognize the value of knowing the features/benefits of the service proposal and determining how to communicate these to the customer;
- Identify the five marketing components;
- Identify the purpose of the creative plan--to develop the basic selling line; and
- Identify the steps in the sales process.

Selling Your Product

- Recognize the value of understanding how many times a customer needs to be exposed to a product or service idea before awareness and purchase;
- Identify the correct definition of the Rule of 6;
- Identify methods by which a customer might first become aware of a product or service; and
- Recognize activities associated with trade sales promotion.

Course Number: STGY0214

Pricing for Profitability

What value does this course provide to those involved in competitive contracting?

Although state government is not in the business of making a profit, the concepts around accurate pricing very much applies to services provided by an agency to internal and external customers. Nothing can be more harmful to the success of your competitive contracting *solicitation, alternative, or bid* than incorrect pricing and other financial projections! In this course, you will not only learn how to gather pertinent revenue and expense information to help you price your product, but also how to determine your objectives and policies to correctly position your product in its market niche. You'll examine three methods and four strategies used by experts to make pricing determinations. Ultimately, you will learn what resources can help you decide whether your proposal is financially feasible.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
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- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

Understanding Pricing

- Recognize the value of understanding how correct product pricing influences product success;
- Recognize the definition of price as the indication of value;
- Recognize how price influences customer perceptions; and
- Identify the relationship of price to brand loyalty.

Pricing Influences

- Recognize possible influences on pricing decisions;
- Identify the meaning of market share;
- Recognize that there are two types of competition in the market--price and non-price competition; and
- Recognize the definition of the law of supply and demand.

Methods and Strategies

- Recognize the value of understanding the relationship between pricing method and pricing strategy;
- Identify the types of businesses and products most likely to use or be priced by the cost, demand, and competition oriented pricing methods; and
- Match three pricing strategies with reasons for their use.

ROI and Financial Support Data

- Recognize the concept of "return on investment" and its importance to project success;
- Identify three major reasons why market share leads to greater return on investment;
- Identify the financial data needed to accurately determine pricing, the break even amount, and establish ROI projections; and
- Select the questions that must be asked in making the decision to go ahead with the project.

Course Number: STGY0215

What Is Systems Thinking?

What value does this course provide to those involved in competitive contracting?

What exactly is a system? Why is it important to understand systems? How can you use systems thinking to manage your organizations more effectively? Systems' thinking enables you to delve into the inner workings of your organization to get to the core of what drives your company forward--or backward. Not only will you solve problems, but you will also be able to change the thinking that leads to the problems in the first place. Systems' thinking is a way of seeing more and farther, enabling you to manage yourself and your people with the best information possible.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

Systems Defined

- Recognize the benefits of using systems thinking;
- Identify the characteristics of systems;
- Differentiate between the characteristics of a natural system's purpose and a mechanical system's purpose; and
- Identify the three levels of perspective in systems thinking.

Systemic Behavior

- Recognize the importance of understanding systemic behavior;
- Differentiate between the characteristics of circular feedback loop thinking and linear cause-and-effect thinking;
- Identify the characteristics of reinforcing loops; and
- Identify the characteristics of balancing loops.

Deciphering Diagrams

- Recognize the benefits of interpreting systemic loops;
- Identify the reasons diagram loops are an important tool in systems thinking;
- Identify the aspects of the loop diagram for systems thinking; and
- Identify the four types of delays possible in systems.

Going Deeper into Levels of Perspective

- Recognize the value of understanding the levels of perspectives and the mode of action associated with each;
- Match the level of perspective with the corresponding form of action;
- Identify the characteristics of mental models as a level of perspective; and
- Identify the characteristics of vision as a level of perspective.

Course Number: STGY0401

Building a Healthy System

What value does this course provide to those involved in competitive contracting?

Is it possible to make an organizational system healthier? What does a healthy system consist of? Every person in an organization is part of a system. By examining the beliefs and assumptions of all team members, as well as their personal visions, you'll discover the most profound leverage of the entire system. Change a belief, and you change an entire system. Combine that with a common vision, and you have the makings of a healthy system. This course will take you through four areas of focus that will encourage you to take a closer look at your systems and redesign them to create the healthiest system possible.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

Mental Models

- Recognize the importance of identifying and testing mental models within an organizational system;
- Match the reflection techniques that test leaps of induction to the corresponding examples;
- Match the steps in the ladder of inference with the corresponding reflection questions; and
- Identify the guidelines to balance inquiry and advocacy.

Personal Power

- Recognize the benefits of encouraging higher levels of personal power in yourself and in your employees;
- Identify the four-step process to clarify personal vision;
- Match the techniques to work with limiting beliefs with the examples; and
- Identify the ways to encourage personal power among employees.

Common Vision

- Recognize the importance of creating a common vision;
- Identify the guidelines for building a common vision;
- Differentiate between the first two phases of building a common vision; and
- Match the conferring and creating phases of building a common vision with the corresponding examples.

Learning as a Team

- Recognize the benefits of learning as a team;
- Identify the key components of team learning;
- Match the principles of dialogue to the examples; and
- Match the strategies for dealing with conflict in dialogue to the examples.

Systems-thinking Models and Thinking Skills

What value does this course provide to those involved in competitive contracting?

How is "systems" thinking different from everyday thinking? Learning to apply systems thinking involves more than just knowing what it is. There are many ways to look at a problem, and how you approach it can drastically change the outcome. This course looks at the four-step systems-thinking method for addressing issues. It covers four different styles of thinking: dynamic thinking, big-picture thinking, operational thinking, and quantitative thinking.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

The Method of Systems Thinking

- Recognize the value of using the method of systems thinking;
- Identify the core characteristics of an active systems thinker;
- Sequence the four steps of the method of systems thinking; and
- Distinguish between examples of conventional models and systems-thinking models.

Defining the Scope

- Recognize the value of using dynamic, system-as-source, and big-picture thinking skills to define the scope of a problem;
- Determine the scope of a problem by using the most appropriate factors in a patterns graph;
- Match variables relative to an organization with their locations; and
- Use elevation and filtering to define the scope of a problem.

Creating a Systems-thinking Model

- Recognize the benefits of using operational, closed-path, and quantitative thinking skills to create a systems-thinking model;
- Match operational thinking and factors thinking with their characteristics;
- Match statements to complete circles of causality; and
- Differentiate between situations that call for quantifying and those that call for measuring.

Testing Your Model and Implementing Change

- Recognize the benefits of testing and revising systems-thinking models and implementing change based on these models;
- Differentiate between questions testing face validity and robustness;
- Revise nonworking models by applying systems-thinking skills; and
- Sequence systems' thinking's five phases of implementing change.

Course Number: STGY0403

System Archetypes

What value does this course provide to those involved in competitive contracting?

Systems repeatedly fall into common patterns. In this course, you will learn five system archetypes, patterns that appear in every organization. By becoming aware of an archetype and learning how to identify it in your work situations, you gain a strong tool for assessing the structure and forces at work in your organization. Archetypes are used to clarify and test models as well as compile the many details involved in systems thinking that can so easily overwhelm the beginning systems thinker. Using archetypes simplifies the process of looking at your systems and gives structure to the steps needed to work within those systems.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

3.0 hours

Lesson Objectives:

Systems and Feedback Loops

- Recognize the importance of understanding the systems and feedback loops that exist in an organization;
- Identify the four characteristics of a system;
- Complete a balancing loop diagram given specific information about an organization; and
- Complete a reinforcing loop diagram given specific information about an organization.

Identifying System Archetypes

- Recognize benefits of identifying system archetypes;
- Identify characteristics of system archetypes;
- Assess a changing-the-goal system archetype in a given scenario to determine what makes it that particular system archetype;
- Determine if an organization is exhibiting a solutions-that-fail system archetype in a given scenario;
- Determine the factor that caused an organization to foster a restriction-on-growth system archetype;
- Determine if an organization is exhibiting a treating-the-symptom system archetype in a given scenario; and
- Assess an over-individualization archetype in a given scenario to determine what makes it that particular system archetype.

Course Number: STGY0404

Redesigning Your Organization: Part I

What value does this course provide to those involved in competitive contracting?

How do you implement systems thinking? How do you take what you've learned in theory and apply it to your organization? This course will walk you step by step through a planning process of designing an organizational system. You'll learn how to design your ideal organization, how to implement the design, and how to incorporate the learning of the new system so the entire team involved becomes a part of it.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

3.0 hours

Lesson Objectives:

Taking Stock of Your Organization

- Recognize the importance of taking stock of the current state of the organization;
- Sequence the four-step process of taking stock of the current state of the organization;
- Construct a projected future for an organization in a specific business scenario; and
- Construct a mission statement in a given business scenario.

Constructing an Idealized Design

- Recognize benefits of understanding and using the process of idealized design;
- Identify examples of components of an idealized design;
- Apply the idealized-design process in a given scenario; and
- Identify the three classes of constraints that affect an idealized design.

Closing the Gaps

- Recognize the importance of closing the gaps between an idealized design and the current state of the organization;
- Identify examples of gaps in an idealized design;
- Assess a given scenario to determine the agent or agents used to close a gap between an idealized design and the current state of an organization; and
- Evaluate the effectiveness of the solution used for closing a gap in a given scenario.

Determining Your Resources

- Recognize the importance of determining both the necessary and the available resources;
- Identify the five types of resources an organization uses in implementing an idealized design;
- Assess the necessary and available resources involved in an idealized design for a given situation; and
- Apply the process for accommodating resource discrepancies in a given scenario.

Course Number: STGY0405

Redesigning Your Organization: Part II

What value does this course provide to those involved in competitive contracting?

What do you do after you've created an idealized design for your organization? This course will provide you with the skills you'll need to successfully implement an idealized design in your organization. You'll study the groundwork for learning, including how to use adaptive learning and how to be an advocate for adaptive learning. You'll learn about democratic hierarchies, decision-making processes, and the skills necessary for being a leader in your redesigned organization. In the final section of the course, you'll explore the roles that development, ethics, and aesthetics play in the redesign of your organization.

Who should take it?

- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

3.0 hours

Lesson Objectives:

The Groundwork for Learning

- Recognize benefits of laying the groundwork for learning in an organization;
- Match the elements of the five levels of learning with characteristics that identify them; and
- Analyze a given scenario to determine if the method for adaptive learning was correctly applied.

Democratic Hierarchies

- Recognize the value of implementing democratic hierarchies;
- Identify who must be included on a board;
- Identify the primary functions of a board;
- Sequence the steps in the group decision-making process;
- Analyze the application of the process of group decision making in a given business scenario;
- Sequence the steps in the process for resolving decision-making conflict; and
- Analyze the application of the process for resolving decision-making conflict in a specific situation.

The Role of Leadership

- Recognize benefits of incorporating new leadership styles;
- Identify roles of a systems-thinking leader;
- Analyze a scenario to determine if multiplication of power has occurred; and
- Analyze a leader's choice of a leadership partner in a given business scenario.

Beyond Simple Solutions

- recognize the importance of development, ethics, and aesthetics in redesigning an organization;
- Distinguish between growth and development;
- Analyze the ethics of a decision made in a specific business scenario; and
- Identify roles aesthetics plays in the redesign of an organization.

Crisp Composition

What value does this course provide to those involved in competitive contracting?

When you send off business documents that you have written, what do you think the recipients--your readers--hope for? Do they want to plow through long-winded documents that never get to the point? Do they want to waste time puzzling out what your convoluted sentences mean? Do they want to send back numerous requests for clarification? Do they want to pull out an unabridged dictionary just to understand your document? Of course not... Your readers hope that you will work hard to write clearly and concisely. If you do so, your readers can spend their time considering what you have to say, not wondering what you really mean. If you're concerned that your writing does not meet the needs of your readers for clarity and conciseness, then this course will help you remedy these problems. You'll learn to recognize and repair the common errors that prevent your writing from being as effective as you would like it to be.

Who should take it?

Any agency staff or EBU members who desire to improve their written communications.

Expected Duration

4.5 hours

Lesson Objectives:**Clarity**

- Recognize the benefits of writing clearly;
- Calculate a Fog Index and use it to assess the readability of a hypothetical business document;
- Apply the principles of plain English in a hypothetical business document;
- Apply transitional words and phrases to clarify the specified connections between sentences; and
- Identify sentences that apply principles of writing precisely.

Conciseness

- Recognize the importance of writing concisely;
- Use precise verbs to revise business documents to make them more concise;
- Identify examples of the use of active and passive voice;
- Use active and passive voice effectively for a given document, audience, and purpose;
- Replace pretentious words with unpretentious words to produce an effective business document; and
- Identify examples of cluttered writing.

Course Number: COMM0014

Getting Results through Communication

What value does this course provide to those involved in competitive contracting?

When you want something done, you have to either do it yourself or see to it that someone else does it. As adept as you may be at multi-tasking, there will be times when you'll need a colleague's help or buy-in to perform a task. But how can you effectively achieve results without any formal authority within the organization? Communication is the answer. Through the effective use of the various forms of communication, you'll be able to extend your influence at work even without any recognized authority. This course is designed to help you become a more effective communicator so that you can become more productive and use written and spoken communication to achieve results.

Who should take it?

Any agency staff or EBU members who desire to improve their ability to influence via effective communications.

Expected Duration

3.0 hours

Lesson Objectives:**Written Communication**

- Identify the importance of being able to use written communication appropriately to achieve results without authority;
- Select tactics that help improve business writing;
- Match types of writing pitfalls with examples; and
- Determine whether an excerpt of a business document has the capacity to persuade the reader.

Oral Communication

- Identify benefits associated with using oral communication as a tool for attaining results without authority;
- Identify ways of improving credibility;
- Apply positive strategies for influencing a colleague in a role-play scenario;
- Identify the most common causes of conflict in the workplace; and
- Determine whether the steps for handling a conflict with a co-worker were appropriately followed in a given scenario.

Communication through Presentations

- Identify the value of using presentations as a communication tool to achieve results without authority;
- Identify pre-presentation strategies that will increase the likelihood of buy-in from the audience;
- Determine the appropriateness of an organizational pattern being used in a presentation;
- Identify five key questions that should be answered during a persuasive presentation;
- Determine whether an excerpt of a presentation in a given case study contains the information to sufficiently persuade an audience; and
- Identify elements of effective body language to use when giving a presentation.

Course Number: COMM0515

Getting the Most from Business Documents

What value does this course provide to those involved in competitive contracting?

How often have you or one of your colleagues stayed at work late to finish an important report or proposal to meet a deadline? Then two days later you receive a call from the intended recipient asking you where the report is. You faxed it over and it got lost in their fax room. Now you've missed the benefit of having met your deadline. This familiar scenario illustrates the importance of selecting an appropriate document type and delivery method for your written business documents. "Getting the Most from Business Documents" explains the different business document types such as memos, reports, and proposals and the best uses for each. The course shows you how to align the message content, document type, and delivery method--Internet, fax, mail, courier, and so on--so that your business documents receive the right level of attention and achieve their designated purpose. Independent topics address five of the most commonly used business documents. You work hard on your business writing. Don't waste that effort with careless choice of document type or inappropriate delivery method. Learn how to prepare, lay out, and deliver business documents that reflect well on you and your organization.

Who should take it?

Any agency staff or EBU members who want to know how to improve how they use business documents.

Expected Duration

4.0 hours

Lesson Objectives:**Selecting the Right Document Type**

- Recognize the benefits of selecting appropriate document types to deliver your written messages;
- Select the best document types for hypothetical business message functions; and
- Indicate the effective delivery method to use for a variety of communication situations.

Document Use and Appearance

- Recognize the value of becoming familiar with the layout considerations that guide different business documents;
- Examine examples of business e-mail to determine if the use and content are appropriate;
- Identify key uses of a memo;
- Select examples of appropriate content for business memos;
- Order examples of layout elements of an effective business letter;
- Analyze a business letter to determine if it contains the appropriate elements and layout;
- Identify key factors for preparing a report;
- Identify the content of the sectional elements of a report;
- Match textual examples from a report with section elements;
- Sequence the steps for writing a proposal; and
- Apply steps for preparing a proposal to provide business services for a hypothetical external customer.

Negotiating to Win Simulation

What value does this course provide to those involved in competitive contracting?

This simulation places you in the role of marketing manager in an insurance company. Because office space is at a premium, you have been asked to move your department off-site, and to set up telecommuting for your employees. You are under a strict deadline, and your task in this simulation is to negotiate with your company's Information Technology department to have the equipment and networks set up within 60 days. The IT department is relatively small and very busy, so it will be a challenge to get them to agree to your requests and timeline. Using this simulation will help you practice your skills in planning and conducting negotiations. Just a few applications to be covered include: Paying attention to human factors, effectively communicating with both audio and visually-oriented types, making strategic concessions, and negotiating with "Rock" and "Criticizer" type counterparts. You will experience how taking control of the agenda and environment increases your chances of a successful win-win outcome.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

0.5 hours

Lesson Objectives:

Negotiating to Win Simulation

- Determining desired outcomes as part of the planning process;
- Planning concessions in advance;
- Taking charge of the agenda and environment;
- Demonstrating awareness of the "human factors" affecting negotiations;
- Demonstrating empathic understanding of opposing views;
- Determining your counterpart's rationales;
- Using your counterpart's rationales to support your position;
- Adapting to visual communicators;
- Adapting to auditory communicators;
- Demonstrating active listening skills;
- Asking for what you want;
- Defusing tense situations;
- Knowing when to close negotiations;
- Making strategic concessions;
- Reacting appropriately to concessions;
- Analyzing issues that can affect the negotiation;
- Formulating a BATNA; and
- Demonstrating win-win negotiation strategies.

Course Number: COMM0500

Connect and Communicate

What value does this course provide to those involved in competitive contracting?

In this course, you will discover methods of emotionally connecting with people in ways that capture their attention and interest in you. You will be introduced to methods of building trust and rapport. You will also have the opportunity to develop critical negotiation skills in communication, such as active listening, reading body language, and applying power words to your conversations. Getting what you want from dealings with others depends on your ability to effectively connect and communicate. This course will lay the foundation for your growth in these areas.

Who should take it?

Any agency staff or EBU members who want to know how to improve their negotiating skills.

Expected Duration

2.5 hours

Lesson Objectives:

The Critical Connection

- Recognize the importance of developing relationship-building techniques;
- Choose the ways to create rapport with negotiation counterparts;
- Match the aspects of trust with the related trust-building actions; and
- Select the ways to present yourself effectively.

Verbal Advantages

- Recognize the benefits of using linguistic tools in negotiations;
- Select examples of clear communication;
- Choose the ways to appeal to your negotiation counterpart; and
- Match verbal techniques with examples of using those techniques.

Body Talk

- Recognize the benefits of understanding body language;
- Match body language cues with their meanings;
- Choose the body language cues that reinforce verbal statements; and
- Match critical body language cues with the appropriate category.

Listen and Learn

- Recognize the importance of becoming an effective listener;
- Select the methods for becoming an active listener;
- Identify the barriers to effective listening; and
- Select the guidelines for using your intuition.

Course Number: COMM0502

The Negotiation Process

What value does this course provide to those involved in competitive contracting?

The intent of this course is to prepare you to negotiate from a place of strength. The process and stages of negotiation are explained in a step by step, practical way. Investigator, presenter, bargain-hunter, and winner--you'll explore how to assume each of these roles as you learn about the essential aspects of what you need to know and do before, during, and following negotiation. From the beginning, you'll discover how to ask for what you want and how it is possible to achieve a win-win solution in any negotiation situation.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

Investigate and Plan

- Recognize the reasons why the investigative and planning stages in negotiation are important;
- Match the examples with the three areas a negotiator should always investigate before opening discussions;
- Select the environmental factors that are likely to affect negotiations in a specific scenario; and
- Sequence the steps involved in successfully planning outcomes in negotiation.

Propose and Present

- Recognize the benefits of doing a good job at the presentation stage of negotiation;
- Choose the solid tips based on the STAR model for organizing a presentation effectively;
- Select the tips for successfully using visual aids to enhance your presentation; and
- Identify the successful techniques for delivering a presentation.

Bargain, Bargain, Bargain

- Recognize the importance of successfully completing the bargaining stage in negotiation;
- Sequence the steps needed to present a proactive bargaining position;
- Differentiate among given statements as examples of persuasion--a positive tactic--from coercion--a negative tactic; and
- Identify the accepted guidelines for making concessions and compromises.

Agree and Win

- Recognize the importance of carrying out the agreement stage in negotiation effectively;
- Identify the signals that could indicate that it's time to close the agreement in a given situation;
- Match the key elements of an effective agreement with the appropriate provisions that address each; and
- Match the negotiation aspects to be evaluated with the appropriate questions to ask when evaluating that aspect.

Course Number: COMM0503

The Dynamics of Interaction

What value does this course provide to those involved in competitive contracting?

This course is about developing your ability to dynamically interact with others. You will examine types of negotiating styles and strategies and ways to best apply that knowledge in communicating what you want out of a deal. Choosing a style and strategy that feels right for you can enhance your confidence in pursuing your outcome. In addition, you will discover ways to strengthen your emotional control in difficult situations. Keeping a cool head when negotiating about hot issues can sometimes be the determining factor in winning the deal.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

3.0 hours

Lesson Objectives:**Negotiating with Style**

- Recognize the importance of understanding communication and personality styles that affect negotiations;
- Match the personality traits of successful negotiators to the examples;
- Match the behavioral styles to the examples; and
- Given a case study, choose communication responses that are appropriate to examples showing motivational preferences.

Solid Strategies

- Recognize the value of choosing a negotiating strategy;
- Identify the descriptions of negotiation strategies;
- Differentiate among the collaborator, competitor, and compromiser strategies; and
- Match the simple strategies to the examples.

Tools for Keeping Your Cool

- Recognize the benefits of developing emotional control skills;
- Identify the common behaviors that lead to hot spots; and
- Choose the techniques for dealing with anger in negotiations.

Questions Are the Answer

- Recognize the benefits of effective questioning;
- Match the question types with the corresponding examples;
- Identify the indicators for asking questions; and
- Match the types of questions with the examples of questions.

Course Number: COMM0504

Inclusive Negotiating

What value does this course provide to those involved in competitive contracting?

In this course, you will explore the cultural characteristics of negotiators from we may encounter in today's diverse workforce. You will also discover ways to develop sensitivity to important distinctions among groups that are diverse in other ways. In this way, you can benefit by knowing how to clearly communicate your needs and wants. Likewise, your understanding of your opponent's needs and wants can be known as well, leading to a quicker and more successful outcome.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:

American Style

- Recognize the importance of understanding American negotiating styles;
- Identify the typical American negotiating approaches;
- Identify some of the common traits of American negotiators; and
- Choose the tips for promoting a positive image of the American negotiator.

Cross-cultural Negotiation

- Recognize the importance of developing skills to negotiate across cultures;
- Match the factors to investigate before engaging in cross-cultural negotiations to the examples given;
- Match the cultural groups to their relationship characteristics; and
- Match the cultural groups with their typical negotiating behaviors.

Other Rooms, Other Faces

- Recognize the benefits of knowing how to negotiate with diverse parties;
- Match the examples of what different types of negotiators may say with the ways to influence those negotiators;
- Match the examples of intergenerational groups with the tips for negotiating with those groups; and
- Differentiate between the negotiating style preferences of men and women.

Keeping the Connection

- Recognize the benefits of establishing a good relationship with negotiation counterparts;
- Select the ways to establish common ground; and
- Match the strategies to build a bridge of good will to the examples given.

Course Number: COMM0505

When the Going Gets Tough

What value does this course provide to those involved in competitive contracting?

This course explores ways to navigate around the potholes, barriers, and hurdles that may appear during negotiation. You'll discover methods of dealing with them rather than avoiding them or being sidetracked by challenges. In addition, you'll examine the basics of third-party intervention and fostering good will.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

2.5 hours

Lesson Objectives:**Pressure Points**

- Recognize the importance of developing skills to deal with the common pressure points in negotiation;
- Identify the strategies to deal with the time pressures common to negotiations;
- Identify the methods to deal with information pressure points common to negotiation; and
- Match the negotiation techniques for dealing with pressure situations with appropriate examples.

Troubleshooting

- Recognize the importance of developing troubleshooting skills;
- Match the strategies for handling impasse, stalemate, and deadlock situations with appropriate examples;
- Sequence the steps for countering common challenging negotiating behaviors; and
- Choose the strategies for dealing with hard-nosed negotiators.

The Bottom Line

- Recognize the benefits of understanding conflict;
- Differentiate between the four types of dispute resolution; and
- Identify methods to develop clear, concise, binding agreements.

Breakthrough Negotiation

- Recognize the importance of making a commitment to a win-win negotiating approach;
- Choose the ways to stay committed to win-win outcomes; and
- Sequence the steps of breakthrough negotiating.

Course Number: COMM0506

Project Contract Management

What value does this course provide to those involved in competitive contracting?

You may feel that once a competitive contracting award is signed and the specified work has begun, the hard part is over. However, for the contract administrator, it has only just begun! Contractor performance must be monitored to ensure that all conditions of the agreement are being met. Any disputes must be resolved to the satisfaction of everyone. This course will teach you principles of contract management that ensure competitive contracting awardees can succeed.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

3.0 hours

Lesson Objectives:

Inputs to Contract Administration

- Recognize the benefits of the inputs to contract administration;
- Identify elements of a contract;
- Match contract requirements with the project areas that they affect;
- Conduct a performance review of a given provider to determine if the provider is performing at an acceptable level; and
- Determine why a change request was submitted, given a scenario.

Tools and Techniques for Contract Administration

- Recognize the value of understanding the tools and techniques for contract administration;
- Determine which step in a Contract Change Control System was not completed, given a scenario;
- Complete a performance report by calculating the cost variance and schedule variance of a contractor or EBU, given a scenario; and
- Apply the steps of a payment system, given a scenario.

Outputs from Contract Administration

- Recognize the benefits of the outputs from contract administration;
- Identify the procedures for organizing correspondence;
- Identify some of the activities that are performed using contract changes; and
- Identify the types of information that payments/payment requests provide.

Contract Close-out

- Recognize the benefits of properly closing out a contract;
- Identify examples of contract documentation used as inputs to contract close-out;
- Apply procurement audit procedures to determine the success or failure of a given procurement process; and
- Identify contract close-out activities, given a scenario.

Course Number: PROJ0304

Contracts in Commercial Transactions

What value does this course provide to those involved in competitive contracting?

This course explains the legal requirements for contracts and their different legal classifications. In order to make effective business decisions, managers must clearly understand when they are forming an enforceable contract and when they are not. This course presents strategies for making an offer, successfully negotiating, and designing contracts that protect the rights of the organization, customer, and other interested parties. Finally, this course explains the legal implications of breach of contract and presents strategies that proactively protect an organization's interests when entering into contractual agreements. **Note:** This course presents a general overview. Agency staff, employees, and EBU members should consult their Attorneys General for specific advice and counsel. Other sources on WA State Contracting: GA's Office of State Procurement <http://www.ga.wa.gov/PCA/regulat.htm>, Office of Financial Management <http://www.ofm.wa.gov/contracts.htm>.

Who should take it?

- Agency staff involved in managing suppliers and providers;
- Agency team members assigned to identify a specific function or service as a candidate for competitive contracting and the existence of a competitive market;
- Potentially displaced employees preparing an alternative to competitive contracting or considering formation of an EBU; and
- EBU leaders and members designated to develop an EBU's bid or after award of a contract.

Expected Duration

4.0 hours

Lesson Objectives:

What Is a Contract?

- Identify the benefits of recognizing what legally constitutes a contract;
- Using the elements that form a legally enforceable contract, determine whether a hypothetical commercial contract is legally enforceable in a given situation;
- Select business practices that apply effective management strategies for forming a binding agreement that protects and serves an organization's interests in a given scenario;
- Identify the provisions of the UCC regarding the formation of a legally binding contract; and
- Identify hypothetical business transactions that are governed by Article 2 of the Uniform Commercial Code.

Contract Negotiations

- Identify the benefits of adhering to legal guidelines during the contract formation process;
- Choose business strategies for making and accepting offers that accomplish an organization's goals, given the needs of a specific situation;
- Identify business situations when a contract may cease to be enforceable under the law; and
- Identify legal strategies for modifying contracts.

Settling Contract Disputes

- Identify the benefits of having a working knowledge of the legal process for resolving contractual disputes;
- Identify aspects of a hypothetical commercial transaction that prove detrimental reliance; and
- Match business activities with the strategies for proactively protecting an organization's interests when entering into a hypothetical contractual agreement.

Hiring and Managing Contractors Simulation

What value does this course provide to those involved in competitive contracting?

You are the Director of Marketing for “Gadget Land”, a mail-order catalog company that sells high-tech gadgets and electronics. The company currently has a web site, but it is only for marketing purposes. You need to facilitate the upgrading of the site so that it has full e-commerce capabilities. Customers need to be able to go online to view all of “Gadget Land's” products and place orders. You will need to assess the upgrade project and consider internal resources. Also, you will consider hiring an independent contractor. You will need to weigh the advantages and disadvantages of this staffing option. If you choose to hire a contractor, you will need to build a consensus with “Gadget Land's” regular employees. Also, you will need to screen candidates for the contract position. If you hire a contractor, you will need to avoid exercising behavioral and financial control over that person. In addition, if issues arise with the contractor, you'll need to refer to the contractual agreement to resolve them. If you do well managing, the contractor will successfully complete the web site upgrade.

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Expected Duration

0.5 hours

Lesson Objectives:

Hiring and Managing Contractors Simulation

- Using the contract to resolve issues with independent contractors;
- Recognizing the advantages of hiring independent contractors;
- Recognizing the disadvantages of hiring independent contractors;
- Orienting independent contractors to the workplace;
- Avoiding the exercise of financial control over independent contractors;
- Avoiding the exercise of excessive behavioral control over independent contractors;
- Avoiding legal pitfalls when using independent contractors;
- Screening independent contractors; and
- Determining whether to hire independent contractors.

Course Number: MGMT0700

Essential Project Management Tools

What value does this course provide to those involved in competitive contracting?

Any project can easily be broken into two distinct parts: planning and doing. The common denominator that marks most successful projects is that a vast majority of the time and effort of the project team is spent on planning. This may seem to defy common sense at first, but experienced project managers know that the planning phase is most critical in bringing projects to a successful conclusion. The discipline of Project Management has developed and evolved many tools over the years to help you get the most out of your planning. These tools are standard throughout all industries and they cut across many disciplines, including financial analysis, budgeting, production and team building. In this course you will learn to get behind the complex fronts that face many of these tools, such as the Work Breakdown Structure, the Critical Path Method, and the Task Analysis Sheet and put them to work for you.

Who should take it?

- Agency staff involved in managing suppliers and providers;
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Expected Duration

2.5 hours

Lesson Objectives:

Level Two Terminology

- Match the definitions with correct project management terms;
- Recognize the meaning of the terms "tasks" and "subtasks";
- Recognize the meaning and usage of the terms "relationship" and "dependencies"; and
- Recognize the meaning of the terms "slack time" and "milestones".

The Work Breakdown Structure

- Construct a valid Work Breakdown Structure (WBS) using the information provided;
- Recognize the uses of brainstorming, including how to run a brainstorming session that works;
- Recognize the key steps to creating an outline version of the WBS;
- Recognize how to create a flexible WBS; and
- Identify the tasks in order to build a preliminary Network Chart.

The Task Analysis Sheet

- Construct a task analysis sheet utilizing the information that is provided;
- Recognize the uses and benefits of the Task Analysis Sheet; and
- Use the weighted average technique to calculate time estimates for the project.

The Critical Path Method

- Calculate the critical path through a series of tasks in a network chart;
- Expand the Network Chart based on the information provided;
- Calculate the Critical Path through a project pathway;
- Recognize and apply advanced relationship notation to the Critical Path; and
- Calculate Must Start/Must Finish Dates for project tasks.

Project Scope Management: Controlling Change

What value does this course provide to those involved in competitive contracting?

Changes to a project's scope can wreak havoc on schedules, on budgets, on team morale, and on the project manager's nerves. Most experienced project managers know that scope modifications are inevitable. How these modifications are managed can often mean the difference between chaos and smooth program execution. In this course, the learner will examine how to verify the project scope in its initial form, detecting any key omissions before work begins. Change control and the events that trigger scope modifications will be introduced. Finally, creating a change- control system that allows for accommodating modifications smoothly and with a minimal amount of disruption to the project will be examined.

Who should take it?

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Expected Duration

1.5 hours

Lesson Objectives:

Verifying Project Scope

- Recognize the benefits of verifying the initial project scope;
- Identify the reasons why scope verification is an important process;
- Choose the types of information on which verification is based;
- Select the activities that comprise the inspection and acceptance process; and
- Match the key components of the scope verification process with their project function.

Understanding the Causes of Change

- Recognize the value of the events and information that drive the change process;
- Select the reasons why scope change control is important to project success;
- Choose the types of information that drive the scope change process;
- Identify the key characteristics of the change request process; and
- Match the inputs to scope change control with their project functions.

Creating the Change Control System

- Recognize the value of creating a change control system;
- Identify the components of an integrated change control system;
- Select the key tools that are used in performance measurement;
- Choose the products generated by the change control process; and
- Match the key components of a scope change control process with their project functions.

Course Number: PROJ0233